

tar expert" to devote his full attention to the employment of his weapon systems and freed the S-3 and the battalion FSO to devote their attention to the numerous other tasks they had to accomplish before completing the OPORD.

The mortar platoon leader simply cannot wait for the battalion operations order to be published to find out where he is going to be during an operation. Not only is he more likely to understand how to employ his platoon if he learns earlier, but he also needs the time after the OPORD is issued to conduct the necessary coordination with company com-

manders and FSOs. Our most successful employment of the mortar platoon occurred at the NTC when this planning process was implemented.

The under-utilization of the mortar platoon, which is mentioned so frequently by mortar platoon leaders, can be cured by an aggressive policy of establishing and maintaining communications, by in-depth coordination between the mortar platoon and each maneuver element commander and FSO, and by the integration of the mortar platoon leader into the staff planning process before the battalion operations order is issued. A light infantry

battalion cannot afford to ignore its most responsive indirect fire asset. It is therefore essential for every mortar platoon leader, battalion S-3, and battalion commander to take the necessary steps to ensure that the way their mortars are used in peacetime will lead to victory on the battlefield of tomorrow.

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Coordination Trip For An Off-Post Deployment

CAPTAIN STEVEN D. CAGE

A planned off-post deployment is a precious training opportunity for any infantry battalion. Such a deployment may allow a unit to train in a specific course of instruction, in a different environment or terrain, or just somewhere away from the routine distractions at its homebase. To deploy successfully, a battalion must do a great deal of planning and preparation. This process can be made easier by a well thought-out and executed coordination trip in advance.

A coordination trip is normally conducted (depending on unit SOP) anywhere from 90 to 120 days before the unit's deployment date. The purpose of this trip is to reinforce the initial requests the battalion's project officer has made and the coordination he has started with a personal visit by representatives of the various staff sections in the battalion. The unit may specify who goes, or it may have an SOP covering it; at the least, S-3 and S-4 representatives should go. (They can conduct coordination for the S-1, S-2, and S-5 sections, if necessary.)

Ideally, the selected unit representatives (UREPs) will have been serving as their staff sections' project officers or noncommissioned officers and are familiar with the planning and coordination that has already been done. If they are new to the project, however, they should be fully briefed before taking up their duties.

UNDERSTANDING

Once the UREPs have been chosen, they must become fully conversant with the commander's intent. The initial presentation should be given by either the commander or the executive officer. An understanding of the commander's intent is the most important tool the UREPs can take on the trip; with it, they can sort through all kinds of potential problems or plans that may not quite come out the way they have been coordinated by telephone or mail. In addition, the UREPs can proceed even if the requested

training areas are denied, because they will know what the boss wants to do. If it turns out that the location will not meet the standards required, for example, or if the planned training cannot be executed within the framework of the commander's intent, the UREPs can advise him so that the unit's deployment training can be modified or cancelled.

Once the commander's intent is understood, ideally covering all aspects of training and logistics, the UREPs can make their travel arrangements, familiarize themselves with the project to date, get their notebooks, and go.

Most unit deployments that require coordination trips are one of two types: an insertion into and extraction from the field with little or no time in garrison or cantonment area (such as an EDRE followed by an ARTEP), or time in the field or in classes but working out of a cantonment area (such as the Joint Operations Training Center at Fort Sherman, for example).

Both types of deployment primarily re-

S-1/S-4 DEPLOYMENT WORKSHEET

BILLET:

Bays? Shower facilities? Telephones?
 Rooms available?
 Arms room facilities? (Chains and locks required?)
 Orderly rooms?
 Unit CP location designated?
 Supply room?
 Communications room?
 Sketch
 Classroom? Capacity?

TRANSPORTATION:

Advanced Party: POD/Airport to training area
 Number of vehicles required: Drivers provided?
 Number support vehicles required:
 Forklifts available? Flexible hours?
 Ammunition vehicle available? Flexible hours?
 Waiting facilities available?

Main Body: POD/Airport to training area
 Number vehicles required (buses): Drivers?
 Number support vehicles required:
 Commander's vehicle provided?
 Covered and heated vehicle available?
 Waiting facilities available?

Vehicle available at training area for:

Commander?
 Recon?
 Administrative/logistic use?
 Medics?
 Troop movement?
 Mail?

Special Needs:

Licensing?
 Signature card required?
 Fuel fund cite required?

RETURN TRIP:

Advance party arrangements/Main body arrangements:

Training area to airport/POE?
 Number vehicles required: Drivers provided?
 Number support vehicles required:
 Forklifts available? Flexible hours?
 Ammunition vehicle available: Flexible hours?
 Waiting facilities available?

SERVICES: LAUNDRY

Quartermaster available? Cash only?
 Payroll deduction OK?
 Washers/dryers available?
 Contractors available?

MAINTENANCE:

What level support available?
 Any restrictions?
 Parking area location/size:
 Maintenance bays available?
 Fund cite required? Limit?
 Whose account?
 Wrecker available? Flexible hours?

CLASS I:

Garrison:

Can all use meal cards?
 Cooks/KPs required? How many?
 Headcount available?
 Mess hall size? How many can eat at once?
 Meal hours?
 How flexible? How can we change?
 Pick up copy of TISA/DFAC SOP
 Utensils, plates, glasses available?
 Resupply available for expendable items?

Field:

Can we draw MREs/tray packs?
 Procedures:
 How much notice required?

Water supply/resupply/transportation to training area?
 Fund cite required?

CLASS II:

SSSC Available? Hours?
 Pick up catalog list
 CIF available? Hours?
 List items on hand
 DX available?
 Permanent or temporary?
 Clothing sales store available? Hours?
 MOU required?

CLASS III:

Fund cite required? Limit?
 Fuel location? Hours? Types?
 How flexible?
 Vehicle refueling capabilities available? Hours?
 Package products available? Where? Hours?
 Request procedure?
 MOU required?

CLASS IV:

Fund cite required? Limit?
 Construction material available?
 Nails? Plywood? 2x4s? Concrete?
 Junk vehicles? Sandbags? Barbed wire?
 Other?
 Turn-in/clearing requirements?
 MOU required?

CLASS V:

Transfer possible? How? How flexible?
 Storage facilities? Hours?
 Pick up copy of local SOP
 Issue requirements
 Residue turn-in process
 Field ASP requirements
 Vehicle requirements
 Unique ammo problems (e.g., convoy clearances)?
 MOU required?

CLASS VI:

PX/Shoppette available? Hours? Flexible?
 Stockage/what's available?
 Special orders possible?
 Barbershop? Hours? Flexible?
 Check cashing facilities? Hours? Flexible?
 MOU required?
 Activities:
 MWR facilities available?
 Local tourist areas? Restrictions?
 Tours available?
 MWR transportation available?

CLASS VII:

What's available?
 Loan procedures?
 MOU required?

CLASS VIII:

Can we order medical supplies? How?
 Closest hospital?
 MEDEVAC procedures?
 Medical platoon area available?
 What is on hand?
 Refrigeration available?
 MOU required?

CLASS IX:

Fund cite required? Limit?
 Procedure/requirements?
 Fill or kill?
 Maintenance DX capability?
 MOU required?
 Batteries available?

quire training and logistical support, and a deployment that works out of a cantonment area requires administrative and off-duty programs as well. In either case, the UREPs will need to find out and retain a lot of varied information.

One technique for collecting this information is to use deployment worksheets. These worksheets, one for the S-2/S-3 and one for the S-1/S-4, contain words or phrases that are used to request key information. (An S-1/S-4 worksheet is shown here as an example.) This facilitates accurate and helpful note taking. Units with special capabilities or equipment (such as parachutes, for example) can include additional categories (packing facilities, rigger availability, storage areas, drop zone set-up assistance, or whatever else needs to be covered).

In all areas, UREPs must ensure that the names and phone numbers of points of contact, as well as their mail and electronic addresses, are noted so that follow-up questions can be answered or clarifications can be made.

These worksheets can be prepared on a trip-by-trip basis, or the battalion can establish them as its SOP for coordinating trips. In most cases, the S-1/S-4 worksheet can become the coordination trip SOP, because the same information on services and classes of supply will probably be required for every trip. The S-2/S-3 worksheet, however, should

probably be developed for each separate deployment, because what the commander plans to get out of one deployment may differ entirely from what he plans to get out of the next. A worksheet can be set up on a day-to-day or mission-to-mission basis, depending upon which seems to work best for tracking the requested and coordinated resources.

When the UREPs arrive at the deployment site, or wherever coordination needs to be made, they should link up with the people the battalion's project officer has been working with. Ideally, these people are expecting the UREPs and are prepared to take them around. This is the time to verify deployment dates; known transportation data; number of soldiers; advance party, main body, and trail party information; and the commander's intent. While these individuals can probably answer most of the UREPs questions, the UREPs also need to get in touch with other sections to get all the answers they need.

The UREPs should talk to every possible point of contact for their listed areas of responsibility and should get range regulations, wire diagrams, unit or school SOPs, Self-Service Supply Center catalogs, or anything else that may help the battalion's deployment planners do their jobs better.

UREPs should make sure all the notes they take are clear and complete. Too,

while working with their points of contact at the deployment location, they should come to an understanding about requirements for fund cites or memorandums of understanding. Getting these things clear on this coordination trip may smooth out potential problems later.

Upon their return from the coordination trip, UREPs should finish memorandums of understanding that were not or could not be prepared earlier and back-brief the staff principals and the commander or executive officer. Unless their guidance changes, the next step is for them to write, or help write, the most complete and accurate order, letter of instruction, or annex possible. In short, they should translate all the knowledge they gained on the trip into something the unit can really use.

The last step should be to note any weak or unclear areas on the order. This may mean an addition to or a modification of the deployment worksheet. Once any necessary changes are made, the UREPs can feel confident that the battalion is well on its way to making the most of its off-post training opportunities.

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Leadership

The Human Dimension

CAPTAIN THOMAS P. WEIKERT

Today, more than ever, junior leaders have an obligation to rely less on management skills and more on the basic elements of leadership. Never in the Army's history has there been a greater need for the junior leader to embody the human

element of leadership. Compassion, as a fundamental quality of our leadership style, takes on a greater significance as we find ourselves responsible for ever brighter, more responsive, and more highly motivated young soldiers.

For a new lieutenant to be truly effective in what has become a technological-ly advanced (but still soldier-dependent) infantry, he must focus the development of his leadership style on a commitment to the human dimension of leading